**Guided Reading Intermediate Grades (3-6)**

**Date:**

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| **Focus/Strategy/Intended Learning**  Authors include interesting details or surprising information to hint at what is to come. Smart readers use foreshadowing to make predictions as they read. | |
| **Standard(s) Addressed** | |
| **Resources Needed**  Books, folders with vocabulary and maps | |
| **Text Features that will Support Students**  Examples of foreshadowing within the chapter | **Potential Text Challenges** (e.g., vocabulary, text features, concepts)  Lots of dialogue, Sam’s sneakiness in the chapter |
| **Introducing the Text**  • **Overview Statement and Connections to Background Knowledge**  In the very beginning of this chapter, Tim knows he is going to see Sam soon. He says he feels “sparkly,” “sort of scared and happy both at the same time.” Tim is right to feel scared—by the end of the chapter, scary things have happened to the Meeker family. What other information in this chapter might give us hints or suggestions as to what’s to come for Sam, Father, and Tim?  • **Plan for Reading the Text**  Read text in “chunks,” gradually adding more text.  Scaffolding needed during reading**:**  • **Chunking the Text (page numbers)**  45-top of 52  52-57  57-60 | |
| **Discussion Questions**   * Why are the soldiers threatening Father? What do they want? (52) * “The War had finally come to Redding, and it was terrible.” (51) * How has Sam come home? (57) * How has Tim and Sam’s relationship changed in this chapter? (60) | |
| **Skills and Strategies** (e.g., comprehension strategy, word-solving strategies, shared writing)   * Comprehension: Using foreshadowing to inform predictions. | |
| **Extensions** (optional work with graphic organizer or word work)   * Brown Bess musket popular during this time * clambering climbing in an awkward and difficult way * darted to run somewhere suddenly | |
| **Comments:** | |